

ENGLISH

Standards of Learning Sample Scope and Sequence

Kindergarten



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Kindergarten English Standards of Learning Sample Scope and Sequence

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The *English Standards of Learning Sample Scope and Sequence* and the *English Standards of Learning Teacher Resource Guide* can be found in PDF and Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>

Kindergarten English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Kindergarten English Standards of Learning Sample Scope and Sequence

Introduction


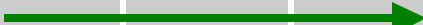
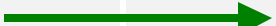
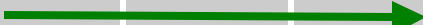
The effective instruction of speaking, reading, and writing improves all students' ability to understand and produce phonemes, graphemes, syllables, morphemes, phrases, sentences, paragraphs, and various genres of text. Effective planning for English instruction requires frequent formal and informal assessments of all students. Knowing the instructional reading and writing level of every student is the key to effective planning. Effective planning balances skills instruction with purposeful and engaging daily opportunities for speaking, reading, and writing for all students, regardless of the skill level of the students.

"Well-designed, controlled comparisons of instructional approaches have supported these components and practices in reading instruction.

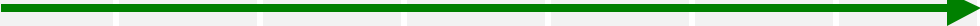


- Direct teaching of decoding, comprehension, and literature appreciation;
- Phoneme awareness instruction;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and
- Frequent writing of prose to enable deeper understanding of what is read (Teaching Reading Is Rocket Science, pg. 7-8)."

This kindergarten sample scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standard of Learning in the Teacher Resource Guide, the list of grade level accomplishments from *Preventing Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade*. Both the grade level accomplishments from *Preventing Reading Difficulties In Young Children*, and the grade level expectations from *Reading and Writing Grade by Grade* were correlated to the English Standards of Learning. This scope and sequence is not intended to be a complete list of the English skills that need to be taught and mastered in kindergarten, but instead organizes key skills and processes around the major English concepts of oral language, phonological awareness, letters and sounds, concept of print, vocabulary, comprehension, and writing. These concepts are taught concurrently throughout the year and across content areas. A direct, systematic approach to teaching these concepts is necessary for all children until they become proficient speakers, readers, and writers.



Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Oral Language												
	K.1d	K.1d	1.1a - d	1.1a - d	2.1	2.1	3.1	3.1	4.1a - d	4.1a - d	5.1	5.1
	K.2a - d, f	K.2a - d, f	1.2	1.2	2.1a, c - d	2.1a, c - d	3.1a - c	3.1a - c	4.2	4.2	5.1a - c	5.1a - c
	K.3a - e	K.3a - e	1.2a - e	1.2a - e	2.2	2.2	3.2	3.2	4.2a - c	4.2a - c	5.2a - d	5.2a - d
			1.3	1.3	2.2c	2.2c	3.2a - e	3.2a - e			5.3	5.3
			1.3a - d	1.3a - d	2.3a - c	2.3a - c					5.3a - d	5.3a - d
Phonological Awareness												
	K.1a, b, d, e	K.1a, b, d, e	1.4									
	K.4	K.4	1.4a - d									
	K.4a - d	K.4a - d K.7b, c										
Letters and Sounds												
	K.6b											
	K.7a	K.7a										
	K.9	K.9										
Concept of Print												
	K.5a - d	K.1a	1.5									
		K.5c - d	1.5a - c									
		K.6 K.6a - c										

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Decoding and Spelling												
		K.11	1.5	1.5	2.4	2.4	3.3a	3.3a				
			1.6	1.6	2.4a - b	2.4a b						
			1.6a - d	1.6a - d	2.6a	2.6a						
			1.9c	1.9c	2.10c	2.10c						
			1.12f	1.12f								
			1.14	1.14								
			1.14b	1.14b								
Word Analysis and Spelling												
			1.6d	1.6d	2.2b, d	2.2b, d	3.3	3.3	4.3	4.3	5.4	5.4
					2.3	2.3	3.3b	3.3b	4.3a - b	4.3a - b	5.4a - b	5.4a - b
					2.4	2.4	3.4	3.4			5.5c, d	5.5c, d
					2.6	2.6	3.4c	3.4c				
					2.6a - c	2.6a - c	3.7f	3.7f				
					2.11c	2.11c	3.8d	3.8d				
Fluency												
			1.6	1.6	2.5b	2.5b	3.4c - d	3.4c - d				
			1.8	1.8	2.6d	2.6d						
			1.9	1.9	2.7c, d	2.7c, d						
			1.9c	1.9c								
			1.10	1.10								
			1.11	1.11								

Kindergarten – Grade 5 English Standards of Learning Sample Scope and Sequence

Organizing Topic	K Fall Semester	K Spring Semester	1 st Fall Semester	1 st Spring Semester	2 nd Fall Semester	2 nd Spring Semester	3 rd Fall Semester	3 rd Spring Semester	4 th Fall Semester	4 th Spring Semester	5 th Fall Semester	5 th Spring Semester
Reading: Vocabulary Comprehension												
	K.1	K.1	1.1	1.1	2.1b	2.1b	3.4a, b	3.4a, b	4.4	4.4	5.5	5.5
	K.1a, c	K.1a, c	1.1a, c	1.1a, c	2.2	2.2	3.5a - h	3.5a - h	4.4a - d	4.4a - d	5.5a, b, d	5.5a, b, d
	K.2a - e	K.2a - e	1.2a	1.2a	2.2a - c	2.2a - c	3.6a - d	3.6a - d	4.5a - f	4.5a - f	5.6	5.6
	K.8a - e	K.5d	1.7a - c	1.7a - c	2.5	2.5	3.10a - c	3.10	4.6	4.6	5.6a - e	5.6a - e
	K.13	K.8a - e	1.8	1.8	2.5a - c	2.5a - c		3.10a - c	4.6a - c	4.6a - c	5.8	5.8
		K.13	1.8a - b	1.8a - b	2.6e	2.6e			4.9a - d	4.9a - d	5.8a - e	5.8a - e
			1.9a - b	1.9a - b	2.7a, b	2.7a, b						
			1.11	1.11	2.8	2.8						
			1.11a - g	1.11a - g	2.8a - g	2.8a - g						
			1.12	1.12	2.11	2.11						
			1.14	1.14	2.11a - c	2.11a - c						
Writing: Usage and Mechanics Composition												
	K.10	K.10	1.12	1.12	2.9	2.9	3.7	3.7	4.7	4.7	5.7	5.7
	K.11	K.11	1.12a - h	1.12a - h	2.9a - d	2.9a - d	3.7a - f	3.7a - f	4.7a - g	4.7a - g	5.7a - f	5.7a - f
			1.13	1.13	2.10	2.10	3.8	3.8	4.8	4.8		
			1.13a - b	1.13a - b	2.10a - c	2.10a - c	3.8a - b, e	3.8a - c, e	4.8a - d	4.8a - d		
					2.11d	2.11d	3.9	3.9				

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Oral Language

In kindergarten, students engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Oral language skills are taught and reinforced throughout the year across the content areas. Emphasis is on having the students build and use their listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and narrative and expository text. This vocabulary development is essential in the development of reading and comprehension as students progress in school. Students also learn the rules for conversation and skills for participating in discussion.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language Daily listening and speaking opportunities both formal and informal should be a part of every English program.	Students are expected to:		<ul style="list-style-type: none"> Classroom observation Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Teaching Early Phonological Awareness Skills www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> • speak in complete, simple sentences 	K.3b		
	<ul style="list-style-type: none"> • express ideas orally in complete sentences 	K.1d		
	<ul style="list-style-type: none"> • initiate conversations with peers and teachers in a variety of school settings 	K.3d		
	<ul style="list-style-type: none"> • wait for appropriate turn to speak • allow others to speak without unnecessary interruptions 	K.3a		
	<ul style="list-style-type: none"> • repeat and follow one-step and two-step oral directions 	K.2f		
	<ul style="list-style-type: none"> • listen attentively to others in a variety of formal and informal settings involving peers and adults 	K.3c		
	<ul style="list-style-type: none"> • begin to use voice level, phrasing, sentence structure, and intonation appropriate for language situation. 	K.3b		

Kindergarten English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (continued)	Students are expected to:			<ul style="list-style-type: none"> Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> match language to the purpose, situation, environment, and audience 	K.3b		
	<ul style="list-style-type: none"> state clearly a thought related to the topic being discussed 	K.3e		
	<ul style="list-style-type: none"> use words to describe or name people, places, feelings, and things in groups activities and during teacher-directed instruction 	K.2b		
	<ul style="list-style-type: none"> understand and use number words in conversations, in group activities, and during teacher-directed instruction 	K.2a		
	<ul style="list-style-type: none"> use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction 	K.2c		
	<ul style="list-style-type: none"> use a variety of words to describe the actions of characters and people in real and make-believe settings in response to literature or class activities use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events use words such as <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i> to describe location. 	K.2d		

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Phonological Awareness

In kindergarten, students' mastery of phonological awareness skills is the precursor for their success in learning to encode and decode words. These skills must be directly taught and practiced. They are then reinforced throughout the language arts curriculum. These skills include an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Through many learning experiences with songs, rhymes, and language play, students develop the ability to hear, say, and manipulate phonemes. The ability to segment and blend phonemes facilitates spelling and decoding.

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Phonological Awareness Phonological awareness refers to the ability to pay attention to, identify, and manipulate sound units within spoken words.	Students are expected to:			
	<ul style="list-style-type: none"> listen to a variety of literary forms including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts 	K.1a	<ul style="list-style-type: none"> PALS-K Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Teaching Early Phonological Awareness Skills www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> participate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrains 	K.1b		
	<ul style="list-style-type: none"> recognize that sentences can be segmented into individual words 	K.1d		
	<ul style="list-style-type: none"> break a word down into individual syllables by clapping 	K.4d		
	<ul style="list-style-type: none"> identify words that sound the same given a spoken set like "dan, dan, den" (PRD) 	K.4		
	<ul style="list-style-type: none"> identify words that rhyme - given spoken sets like "dan, pan, mat" can identify the two words that rhyme. 	K.4a		

Kindergarten English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Phonological Awareness (continued)	Students are expected to: <ul style="list-style-type: none"> supply an appropriate rhyming word to complete a familiar nursery rhyme or predictable text with rhyming lines 	K.1e		<ul style="list-style-type: none"> PALS-K Manual pgs. 53-55
Phonemic awareness refers to the ability to identify and manipulate phonological segments in speech-sound units that roughly correspond to an alphabetic orthography. This awareness develops gradually over time and has a reciprocal relationship to reading. Children who have phonological awareness learn	<ul style="list-style-type: none"> supply a word that rhymes with a spoken word 	K.4a		
	<ul style="list-style-type: none"> produce rhyming words and recognize pairs of rhyming words orally 	K.7c		
	<ul style="list-style-type: none"> recognize that a word breaks down into individual phonemes 	K.4c		
	<ul style="list-style-type: none"> determine the order of speech sounds (phonemes) in a given word by answering the following questions <ul style="list-style-type: none"> identify the beginning sound in words they hear identify the ending sound in words they hear recognize similarities and differences in beginning and ending sounds (phonemes) of words identify pictures of objects whose names share the same beginning, medial, or ending sounds (phonemes) sort pictures of objects whose names share the same beginning, medial, or ending sounds (phoneme) supply a word that has the same beginning or ending sound (phoneme) as a spoken word. 	K.4b		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
<p>Phonological Awareness (continued)</p> <p>to read more easily than children who don't. At the same time, instruction in alphabetic coding increases a child's phonological awareness (PALS 1-3 Teacher's Manual pg. 70).</p>	<p>Students are expected to:</p> <ul style="list-style-type: none"> isolate initial consonants in single-syllable words (For example, /t/ is the first sound in <i>top</i>.) identify the onset (/c/) and rime (-at) and begin to fully separate the sounds (/c/-a/-t/) by saying each sound blend onsets (/c/) and rimes (-at) to form words (<i>cat</i>) substitute other onsets (/b/ for /c/) to form a different word (<i>bat</i>). 	K.7b		

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Letters and Sounds In kindergarten, students who do not already know the letters or the alphabet, need to learn to recognize both the uppercase and lowercase letters of the alphabet as quickly as possible. All students learn how letters and sounds work in written language. Phonetics skills are the foundation for decoding and encoding words - basic skills that are needed in order for students to develop fluency and automaticity in reading and writing. These skills are assessed and taught in a systematic approach through direct instruction, individual and small group activities, and time spent exploring and reading books and other print materials.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Letters and Sounds Children's knowledge of both upper- and lower-case letters is a strong predictor of their reading success. All letters are introduced by the end of the first semester and mastered by the end of kindergarten.	Students are expected to: <ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order match uppercase and lowercase letter pairs 	K.9	<ul style="list-style-type: none"> PALS-K Classroom observations Student interviews Student demonstrations Letter and sound identification for the alphabet 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> recognize their name 	K.6b		
	<ul style="list-style-type: none"> locate and name letters in words and text read the letters in words 	K.9		
	<ul style="list-style-type: none"> recognize and say the common sounds of most letters write the grapheme (letter) that represents the spoken sound understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (PRD) learn many, though not all, one-to-one letter sound correspondence (PRD). 	K.7a		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Letters and Sounds (continued)	<p>Students are expected to:</p> <ul style="list-style-type: none"> • use their knowledge of letter sounds to figure out a few regularly spelled, single-syllable words (constant-vowel-constant) (RWG). 	K.7		<ul style="list-style-type: none"> • PALS Manual pgs. 55-57

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Concept of Print <p>In kindergarten, students who do not already have book-handling skills learn these skills as well as the directionality of print. All students learn the correspondence of the spoken word to the written word. Since students come to school with varying degrees of knowledge and mastery of these skills, it is imperative that they are assessed and that the needed instruction be woven into other content lessons or taught when reading aloud to students.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Concept of Print Daily opportunities both formal and informal for learning, reviewing, and mastering these skills should be a part of every English program.	Students are expected to: <ul style="list-style-type: none"> hold printed material the correct way turn pages appropriately 	K.5a	<ul style="list-style-type: none"> PALS-K Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html
	<ul style="list-style-type: none"> identify the front and back covers of a book identify the title page from all other pages in a book 	K.5b		
	<ul style="list-style-type: none"> distinguish print from pictures locate word, letters, spaces, and lines of text follow text with a finger, pointing to each word as it is read 	K.5c		
	<ul style="list-style-type: none"> locate high frequency words and phrases in familiar text locate periods, question marks, and exclamation points 	K.5d		
	<ul style="list-style-type: none"> recognize and identify common signs, logos, and labels recognize and identify their own first and last name and the first names of classmates. 	K.6b		

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Concept of Print (continued)	Students are expected to: <ul style="list-style-type: none"> demonstrate familiarity with a number of types or genres of text (e.g. storybooks, expository texts, poems, newspapers, and everyday print like signs, notices, labels) (PRD) 	K.1a & K.6a		<ul style="list-style-type: none"> Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS-K Manual pg. 58
	<ul style="list-style-type: none"> read simple texts containing familiar letter-sound correspondence and high frequency words (RWG) recognize ten high frequency words (Each student may know a different set of words.) 	K.5d		
	<ul style="list-style-type: none"> read "emergently" - that is, "reread" a favorite story, recreating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said (RWG). 	K.6		

Kindergarten English Standards of Learning Sample Scope and Sequence

Reading: Vocabulary				
In kindergarten, students increase their oral vocabulary, on a daily basis, in all content areas. They not only learn new words but also new meanings and uses for familiar words.				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary A student who encounters a strange word in print can decode the word to speech. If the word is in the student's oral vocabulary, the reader will be able to understand it. The larger a student's vocabulary, the easier it is to make sense of the text (Report of the National Reading Panel pg. 13).	Students are expected to:			
	<ul style="list-style-type: none"> listen to a variety of literary forms including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts 	K.1a	<ul style="list-style-type: none"> PALS-K Classroom observations Student interviews Student demonstrations 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS-K Manual pgs. 58-59
	<ul style="list-style-type: none"> use number words in conversations, in group activities, and during teacher-directed instruction 	K.2a		
	<ul style="list-style-type: none"> use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction 	K.2c		
	<ul style="list-style-type: none"> use words to describe or name people, places, feelings, and things in groups activities and during teacher-directed instruction 	K.2b		
	<ul style="list-style-type: none"> use a variety of words to describe the actions of characters and people in real and make-believe settings in response to literature or class activities 	K.2d		
	<ul style="list-style-type: none"> notice words that they do not know when they are read to and guess what the words mean from how they are used (RWG) recognize when they do not understand a word or phrase and seek clarification by asking a peer or adult. 	K.2e		

Kindergarten English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Vocabulary (continued)	Students are expected to: <ul style="list-style-type: none"> use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events use words such as <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i> to describe location 	K.2d		
	<ul style="list-style-type: none"> recognize ten high frequency words (Each student may know a different set of words.) 	K.5d		
	<ul style="list-style-type: none"> use vocabulary from a story in discussions and retellings. 	K.8d		

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Reading: Comprehension

In kindergarten, students learn that comprehension is an active process that requires them to use their own experiences and learn new vocabulary in order to get meaning from stories they hear read aloud. By the end of the year some students will read decodable books as well as simple books that have been read and reread throughout the year. Many students will read "emergently" - that is reread a favorite story, re-creating the words of the text with fluent intonation and phrasing and showing through verbal statements or occasional pointing that they understand that the print on the page controls what is said (RWG pg. 58).

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension Comprehension skills are systematically and directly taught when reading aloud to students.	Students are expected to:	K.1a	<ul style="list-style-type: none"> • PALS-K • Classroom observations • Student interviews • Student demonstrations • Running records • Retellings 	<ul style="list-style-type: none"> • English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html • PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html • EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html • Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html
	<ul style="list-style-type: none"> • listen to a variety of literary forms including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational texts 	K.1		
	<ul style="list-style-type: none"> • listen to one or two books read aloud each day in school and discuss these books with teacher guidance (RWG) 	K.1c		
	<ul style="list-style-type: none"> • use drama to retell familiar stories, rhymes, and poems 	K.8e		
	<ul style="list-style-type: none"> • identify the roles of an author and an illustrator 	K.8c		
	<ul style="list-style-type: none"> • respond to simple questions about the content of a book • give evidence that they understand the meaning, including the <i>who, what, when, where, why</i>, and <i>how</i> of what is being read aloud • link knowledge from their own experiences to make sense of and talk about the text 	K.8a		
	<ul style="list-style-type: none"> • make predictions based on illustrations or portions of the text 	K.8b		
	<ul style="list-style-type: none"> • produce artwork or written response that demonstrates comprehension of a story that they have heard read aloud • identify the characters, settings, and events of a story • use descriptive language to talk about characters, settings, and events. 	K.8c		

Kindergarten English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading: Comprehension (continued)	Students are expected to: <ul style="list-style-type: none"> retell a story in their own words or re-enact it, arranging the events in the correct sequence 	K.8d		
	<ul style="list-style-type: none"> begin to use pictures and other visual media to answer questions begin to formulate how and why questions understand the difference between stating known facts and formulating how and why questions. 	K.13		

Kindergarten English Standards of Learning Sample Scope and Sequence

<p>Writing</p> <p>In kindergarten, students begin to learn and develop neat, legible handwriting. Handwriting should be directly and systematically taught and practiced. Students should also learn that writing is used for a variety of purposes including sharing events, telling stories, making reports, labeling, making lists, and responding to literature. Students should write everyday. Their beginning writings will include drawings, letter strings, scribbles, letter approximations, as well as phonetically spelled words.</p>				
Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing	<p>Students are expected to:</p> <ul style="list-style-type: none"> form letters and space words correctly control for directionality (left to right and top to bottom) (RWG) write his/her first and last name for a variety of purposes know that the first letter of his first name and the first letter of his last name are capital letters 	K.10	<ul style="list-style-type: none"> PALS-K Classroom observations Student demonstrations Writing samples 	<ul style="list-style-type: none"> English SOL Teacher Resource Guide www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS Web site http://curry.edschool.virginia.edu/curry/centers/pals/home.html EIRI Web site www.pen.k12.va.us/VDOE/Instruction/Reading/readinginitiative.html Sample English Curriculum CD www.pen.k12.va.us/VDOE/Instruction/Reading/reading.html PALS-K Manual pgs. 55-56
	<ul style="list-style-type: none"> use phonemic awareness and letter knowledge to spell independently (invented or creative spelling) (PRD) build a repertoire of some conventionally spelled words (PRD) generate text to communicate and make meaning, whether this is by drawings, letter strings, scribbles, letter approximations, or other graphic representations write daily for a variety of purposes write on assigned or self-selected topics. 	K.11		

Kindergarten English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Letters and Sounds	Concept of Print	Decoding and Spelling	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
K.1	X	X		X		X	
K.1a		X		X		X	
K.1b		X					
K.1c						X	
K.1d	X	X					
K.1e		X					
K.2	X					X	
K.2a	X					X	
K.2b	X					X	
K.2c	X					X	
K.2d	X					X	
K.2e						X	
K.2f	X						
K.3	X						
K.3a	X						
K.3b	X						
K.3c	X						
K.3d	X						
K.3e	X						
K.4		X					
K.4a		X					
K.4b		X					
K.4c		X					
K.4d		X					
K.5				X		X	
K.5a				X			
K.5b				X			
K.5c				X			

Kindergarten English Standards of Learning Correlated to the Organizing Topic

SOL	Oral Language	Phonological Awareness	Letters and Sounds	Concept of Print	Decoding and Spelling	Reading: Vocabulary Comprehension	Writing: Usage and Mechanics Composition
K.5d				X		X	
K.6			X	X			
K.6a				X			
K.6b			X	X			
K.6c				X			
K.7		X	X				
K.7a			X				
K.7b		X					
K.7c		X					
K.8						X	
K.8a						X	
K.8b						X	
K.8c						X	
K.8d						X	
K.8e						X	
K.9			X				
K.10							X
K.11					X		X
K.13						X	

K.12 – Students will use available hardware and software to assist them with acquisition of reading and writing skills.

Kindergarten English Standards of Learning Sample Scope and Sequence

Publications:

National Academy of Sciences (National Research Council). *Preventing Reading Difficulties in Young Children*, edited by Catherine E. Snow, M. Susan Burns, and Peg Griffin. Washington, D.C.: National Academy Press, 1998.

A definitive work that synthesizes research on reading for preschool through grade 3.

National Center on Education and the Economy and the University of Pittsburgh. *Reading and Writing Grade by Grade*, by the Primary Literacy Committee. Washington, D.C.: 1999.

U.S. Department of Health and Human Services Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development. *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*, by the National Reading Panel. Washington, D.C.: April 2000.

A comprehensive, evidenced-based review of research on how children learn to read.

University of Virginia. *PALS-K*, by Marcia Invernizzi and Joanne Meier. Charlottesville, VA: 2000.

University of Virginia. *PALS 1-3*, by Marcia Invernizzi and Joanne Meier. Charlottesville, VA: 2000.